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ABSTRACT

Since the Americans with Disabilities Act of 1990 has gone into effect, many libraries are evaluating and improving their library services for people with disabilities. There are nearly 110,000 children in Missouri who receive some type of special education assistance because of physical, mental or emotional impairments. Through an anonymous exploratory survey, this study presents an overall description of library programs for children with disabilities in Missouri. A self-administered questionnaire was mailed to the youth services librarians at 97 of 130 Missouri public libraries. A simple random sample was drawn to select the subject libraries; 53 questionnaires were returned. The librarians and libraries in Missouri are beginning to take steps to provide library programs for children with disabilities. Many libraries address the special needs of people with disabilities in their mission statements. Three-fourths of the subject libraries are completely physically accessible to disabled children. A majority of the responding librarians have attended a seminar or workshop related to library service for people with disabilities. To improve library programming for children with disabilities there is a need for: increased special funding, increased efforts to identify and contact children with special needs, and more specific and practical education and training for youth services librarians. Eleven tables present information on programs, accessibility of facilities and library types and size. The library survey is included in the appendix. (Contains 31 references.) (Author)

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LIBRARY PROGRAMS FOR CHILDREN WITH DISABILITIES: A SURVEY OF MISSOURI PUBLIC LIBRARIES

A Master's Research Paper submitted to the
Kent State University School of Library and Information Science
in partial fulfillment of the requirements
for the degree Master of Library Science

by

Jane M. Poulson

November, 1994

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Master's Research Paper by

Jane M. Poulson

B.S.N., Ohio State University, 1976

M.L.S., Kent State University, 1994

Approved by

Adviser _____ Date 11/21/94

ABSTRACT

**Library Programs for Children with Disabilities:
A Survey of Missouri Public Libraries**

Since the Americans with Disabilities Act of 1990 has gone into effect many libraries are evaluating and improving their library services for people with disabilities. There are nearly 110 thousand children in Missouri who receive some type of special education assistance because of physical, mental or emotional impairments. Through an anonymous exploratory survey this study presents an overall description of library programs for children with disabilities in Missouri. A self-administered questionnaire was mailed to the youth services librarians at 97 of 130 Missouri public libraries. A simple random sample was drawn to select the subject libraries. Fifty-three questionnaires were returned and used in the study.

The librarians and libraries in Missouri are beginning to take steps to provide library programs for children with disabilities. Many libraries address the special needs of people with disabilities in their mission statements. Three-fourths of the subject libraries are completely physically accessible to disabled children. A majority of the responding librarians have attended a seminar or workshop related to library service for people with disabilities. To improve library programming for children with disabilities there is a need for: increased special funding, increased efforts to identify and contact children with special needs, and more specific and practical education and training for youth services librarians.

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CHAPTER I. INTRODUCTION

From 1981 through 1983, the Association for Library Service to Children, a division of the American Library Association, published a series of pamphlets on public library programs for children. ***Program Support Publication #2: Programming for Children with Special Needs***, gives the association's philosophical view on library programs for children with disabilities.

> "In the spirit of providing library service to all children and in recognition of the rights accorded children with special needs by legislation, librarians have a genuine responsibility to serve these children appropriately by means of programs, materials, physical facilities, and personnel. Children with special needs also have the universal needs for acceptance, social interaction, emotional stability, independence, and intellectual stimulation. Librarians have the opportunity to meet each of these needs through programming (Association for Library Service to Children 1981, 2).

In 1981, the ALSC recognized both the ethical and the legal responsibility of librarians to serve children with disabilities. With the passage of the Americans with Disabilities Act of 1990, librarians' legal responsibility to serve children with disabilities has been reinforced. The ALSC's philosophy of providing identical library service to children with special needs is more pertinent today, in 1994, than it was in 1981. Are public librarians, particularly the youth services librarians in Missouri public libraries, responding to the Americans with Disabilities Act with efforts to meet the special needs of children with disabilities? Are the youth services librarians planning, promoting and providing programs that will meet the special needs of these potential library patrons?

It is difficult to determine the exact number of children in the United States or in Missouri, with disabilities, who might benefit from special services from the public library. Using the definition that a disability in a child is "a long-lasting physical condition that limited

his or her ability to walk, run, or play", or "a long-lasting mental or emotional problem that limited his or her ability to learn or do regular school work", 1.9 million or 3.1% of all the children in the U.S. in 1984 had some physical, mental, or emotional disability (U.S. Bureau of Census 1984 as cited in Kraus 1989, 31). A 1983-85 government survey reported that 3.2 million or 5.1% of all children are limited in the major life activities of playing or attending school (Kraus 1989, 30). In the 1986-87 school year 4.4 million children were served by special education programs in the United States. This included children with learning disabilities, speech or language impairments, mental retardation, serious emotional disturbances, hearing impairments visual impairments, multiple disabilities, deaf-blindness and preschool disabled (Kraus 1989, 32). The number of children in Missouri who are in these categories and received some type of special education service in the 1993-94 school year was 110,216 (Missouri Dept. of Special Education 1994).

William Heward's textbook on special education uses the term "exceptional children to define the children who "differ from the norm ... to such an extent that an individual program of special education is required to meet their needs" (Heward 1992, 8). Physical, mental, and emotional conditions that limit a child's ability to attend or learn in school would probably also limit his ability to use the public library. The 110 thousand children in Missouri who are receiving some type of special education are probably the same children who would benefit from special library services.

Librarians and the library professional organizations consider programming to be an essential component of youth services. ***In Output Measures for Library Service to Children***, the Association for Library Service to Children (ALSC) defines program "as any planned event that introduces library service, provides information or entertainment, or promotes the library"

(Walter 1992, 54). ALSC has published nine program support publications on programming. These pamphlets give guidelines and information on programming for specific groups, such as the very young, three to five year olds, and children with special needs. Other pamphlets deal with summer programs, multicultural experiences, using media, interpretive activities and book discussion groups (ALSC 1981-83).

Jane Connor writes that "Programming for preschool children has been a basic part of public service to children for many years, and that "Programs ... provide a way to introduce books and libraries to children, to offer them new experiences with literature, and to give them enriching educational and cultural experiences" (Connor 1990, 57). Patrick Jones believes that programming helps teens make a connection with adults in the library and helps them feel that they belong in the library. Assuming that many youth services librarians agree that programs for children are an important component of library services for children, do they recognize that the library needs of children with disabilities can also be met through programs? Do they agree in principle and action by providing special or accessible mainstreamed programs for children with disabilities?

Purpose of the Study

The purpose of this study is to describe how the Missouri public libraries meet the special needs of children with disabilities through library programs. This study will describe how youth services librarians plan, promote, and provide programs for children with disabilities.

Research Objectives

The information obtained from this survey will be used to present a relevant, current, description of programs that are available in Missouri public libraries for children with

disabilities. Youth services librarians will provide information on the planning, promoting, and provision of programs at their individual libraries. This information can provide the factual base to plan improvements for services for these children. Individual libraries who request the survey results can use the information to evaluate their own programming in comparison to other Missouri public libraries. The descriptive survey may also indicate some possible relationship between factors of planning, and the actual programs provided. This information might be used to develop further correlational research questions.

Limitations of Study

The information obtained through this survey will be analyzed to present a general description of the library programs provided for children with disabilities in Missouri. The results cannot be generalized to other state library systems since library programming in general, would be affected by different funding mechanisms and by the focus of different state libraries. This study will not measure the quality of the programs provided or the number of children served. It will not measure the actual benefit of programming to children with disabilities.

Definition of Terms

Key terms used in the literature review and in the research report are defined below.

accessibility: removal of physical barriers in library facilities, services, and programs to enable people with disabilities full and complete use (Pack 1992, 259).

adaptive equipment: a wide range of devices, aids, tools and equipment to enable people with disabilities to function more efficiently (Lovejoy, 1989, Appen. B).

ADA, Americans with Disabilities Act of 1990: comprehensive federal civil rights law which makes it illegal to discriminate against people with disabilities.

child with disability: any child with an emotional, mental, or physical impairment that limits his or her ability to utilize the public library.

closed captioned film or video: film or video with dialogue, narration, and sound effects printed on the screen. Similar to subtitles in foreign films (Lovejoy 1989, Appen. B).

deaf or hearing impaired: individuals who cannot use their hearing as a major means of communication (Wright 1989, 9).

descriptive videos: videos with an audio track describing the action taking place on camera (Walling 1993, 234).

disability: a physical of mental impairment that substantially limits one or more of that person's major life activities (*ADA **Handbook*** 1993, I-25).

disability in a child: any physical, mental, or emotional impairment that limits a child's ability to play or attend school.

emotionally disturbed: those individuals with a mental, psychological or behavioral condition that limits their ability to use the library.

handicap: cumulative result of obstacles which a disability interposes between the individual and his maximum functioning level (Wright 1989, 23).

Hi/Lo books: high interest, low vocabulary books for children and young adults who have a poor reading ability (Walling 1993, 234).

impairment: a decrease in quality or quantity of a body sense, function or ability.

interpreter for the deaf: sign language interpreters who help people who are deaf communicate with other people by signing a speaker's words or speaking a deaf person's signed message (Walling 1993, 237).

large print or large type: type that is taller than that used in most adult books. Most commonly large print is 16 to 18 point (Lovejoy 1989, Appen. B).

learning disabled: individuals with a wide range of problems who do not perform as well in the educational process as their potential for learning indicates (Wright 1989, 11).

mainstreamed programs: programs planned and conducted to accommodate both able-bodied and disabled children

mainstreaming: integrating the child or adult with disabilities into the same programs and settings in which able-bodied people learn, work, and recreate in the home, the school, the work place and the community in general.

mentally retarded: individuals whose mental capacity is below that of the average person.

Missouri public library: one of 130 public libraries listed for Missouri in the ***American***

Library Directory 1993-94. (Four listed libraries were not included in the study since it was clear from the directory entries that these libraries did not provide direct service to children.)

physically handicapped or orthopedically handicapped: individuals who have absence, paralysis or impairment of some portion of their body and those with impaired physical mobility (Wright 1989, 12).

print/braille books: books containing the same information in printed text and in braille, in picture books designed to be read by a sighted adult to a blind child or by a blind adult to a sighted child (Walling 1993, 234).

program: any planned event that introduces library services, provides information or entertainment, or promotes the library (Walter 1992, 54).

special education: federally funded individually planned program of education utilized to educate children with physical, mental, or emotional disabilities.

special format: alternate format of library materials which utilize visual, auditory, or tactile modes to present information effectively, such as tactile maps, recorded books or large print books (Walling 1993, 234).

special program: a separate program planned and conducted to provide for the specific needs of children with disabilities, usually not open to able bodied children.

visually impaired: individuals who cannot use regular size print (Wright 1989, 12).

youth services: public library department organized to meet the needs of children aged 0 to 18 years, and the needs of adults who work with children.

youth services librarian: the library staff member who is responsible for the administration and daily operation of the youth services department of a public library.

CHAPTER II. LITERATURE REVIEW

General Literature

Professional literature on library service to people with disabilities can be divided into two major types, general literature and research literature. Topics included in the general literature include: descriptions of various disabling conditions, rationales for service, reviews of pertinent federal laws, history of past library service, description of present library service especially exemplary programs, and finally, recommendations to improve service.

Civil Rights Laws Relevant to People with Disabilities

Kieth Wright provides a good discussion of the legal rights of people with disabilities in the United States. Four major laws have been enacted to assure that people with disabilities secure equal treatment under the law in all aspects of their lives including education, recreation, and employment. The Architectural Barriers Act of 1968 and the resultant Architectural and Transportation Barriers Compliance Board, established minimum standards to ensure that buildings financed with federal funds would be accessible to physically handicapped people (Wright 1989, 27). This meant that any library receiving any federal funding was required to meet minimum accessibility standards in new construction projects. The Education of All Handicapped Children Act of 1976 established that all children aged 3 to 21 have a right to a free public education. States must locate and identify handicapped children, provide an individual education plan for each child, and educate them in the least restrictive environment (Wright 1989, 28-9). The Rehabilitation Act of 1973 prohibited discrimination against handicapped persons in any federally assisted program and required affirmative action to employ handicapped people (Wright 1989, 36). These two laws, one on education and one on employment, laid the legal foundation for the broad civil rights law, the Americans with

Disabilities Act of 1990. The ADA mandates equal treatment to people with disabilities in areas of employment, public service and accommodations, transportation, and telecommunications. This law affects public libraries as both employers and public service providers. Pack and Foos discuss the impact of the law on public libraries. They write "... it is intended that library patrons and others with disabilities have full and complete access to publicly supported library facilities, services, and programs. This means that the library as a structure should be made accessible and that a library's collection and library-sponsored programs should also be made accessible (Pack 1992, 261)." Pack and Foos do not advocate that libraries duplicate their entire print collection in multiple special formats but recommend that adaptive equipment such as magnifiers, text scanners, and voice synthesizers be acquired to enable blind library users to use the regular print collection. They write that "It is the responsibility of a library patron ... to make his or her disability known in order to enjoy equal access to the library facility, services and programs", while "The library must provide an opportunity for library patrons with disabilities to request auxiliary aids and services of their choice" (Pack 1992, 260).

History of Public Library Service to People with Disabilities

Since 1931 and the passage of the Pratt-Smoot Act, public library service to people with disabilities in the United States has been provided by the National Library Service for the Blind and Physically Handicapped (NLS/BPH). The National Library Service (NLS) "includes hundreds of state and local agencies, regional libraries, subregional libraries, deposit and demonstration collections, multistate centers, and machine-lending agencies" (Velleman . 1990, 159). The NLS/BPH "provides the free loan of recorded and braille books and magazines, music scores in braille and large type, and specially designed playback equipment to

residents of the United States who are unable to read or use standard print materials because of visual or physical impairments" (United States, Library of Congress, pamphlet). Velleman writes that the materials and equipment from the NLS/BPH provide the collections for the active outreach programs serving the disabled. Lovejoy's book, ***Portrait of Library Service to People with Disabilities***, shows how library service to people with disabilities is changing. Lovejoy describes the traditional library services for people with disabilities such as outreach and bookmobile services, and the special services of the regional libraries for the NLS/BPH, but she also describes six exemplary public libraries that provide mainstreamed library programs. In these libraries, people with disabilities use the same facilities, programs and services as able-bodied people. (Lovejoy 1989)

Michael Gunde has written several articles addressing the library needs of people with disabilities. His 1993 article in the ***Bowker Annual*** describes how state libraries and professional organizations are responding to the ADA in order to better serve people with disabilities. According to Gunde, many state libraries are requiring that each library conduct ADA self-evaluations. The Florida State Library has published a self-evaluation check list titled, "Surveying Public Libraries for the ADA". This document "has been distributed to every public and academic library in Florida (as well as many non-Florida libraries)" (Gunde 1993, 47). The State Library of Illinois has developed an ADA self-evaluation form which must be completed by Illinois libraries in order to qualify for state funds. Indiana, Louisiana, Massachusetts, and South Carolina are using this evaluation form. Gunde reports that the Missouri State Library sponsored a series of eight ADA workshops for public libraries in 1992 and planned to provide six more workshops in 1993. The Missouri State Library also

established a task force to create ADA information kits for use in public and academic libraries and provided funds for the purchase of 40 text telephones (Gunde 1993, 49-50).

Recommendations to Improve Service

Several books and papers have been published in the recent years which make practical recommendations to librarians who are planning and providing programs and services to people with disabilities. Liene Sorenson, the manager of Accessible Library Service at Skokie Public Library, has written a practical manual describing a three year project that was conducted at the Skokie Public Library to enhance service to people with disabilities. The manual addresses the rationale for service, planning service, taking action , and evaluation and ongoing action. Sorenson gives recommendations for service to senior citizens and children. She writes "Creative programming for children with disabilities is unlimited: Story hour, finger plays, songs, games, creative dramatics, movies and videos, puppetry. All can be adapted to involve these children. ... Libraries must make an effort not only to provided special programs for children with disabilities, but to also encourage them to participate in established programs geared to all children. ...Successful integration will require effort and commitment on the part of the library." (Sorenson 1988, 21) Libraries committed to providing programs for children with disabilities will find Sorenson's manual helpful, especially the resource lists for materials, adaptive equipment and special organizations.

Kieth Wright has published several articles and books on library services for people with disabilities. His 1989 book, ***Library and Information Services for Handicapped Individuals***, provides in separate chapters detailed information on how to meet the special needs of people with specific types of disabilities, such as the mentally handicapped, the physically handicapped, and the deaf or hearing impaired. He devotes a chapter to those

handicapped by contagious disease and a chapter to the impact of technology on library services for people with disabilities. Wright discusses the library service needs of children within each chapter on the type of disability. He offers suggestions for program activities for children with speech impairments, mental disabilities, and hearing impairments. His book contains staff development activities and detailed resource lists and bibliographies.

The book ***Disabilities, Children, and Libraries***, by Walling and Karrenbock makes a significant contribution to the general literature on library service to children with disabilities. Published in 1993, after the passage of the ADA, it provides current information on the legal status of people with disabilities. The first half of the book provides detailed information on various disabling conditions and their treatments. A chapter of the book describes the developmental stages of childrens' growth. The book then gives recommendations for library responses to special needs due to disabilities and developmental stages.

The second half of the book is devoted to planning, implementing and evaluating library services. Walling and Karrenbock describe programming as an enrichment service that reinforces academic learning and broadens a child's general knowledge, provides a social atmosphere, provides pleasurable activities, and contributes to a supportive environment among other adults and children (Walling 1993, 303). The authors advocate integrated or mainstreamed programs in which children with disabilities attend the same programs as other children. They believe that mainstreamed programs can be positive experiences for both groups of children when a variety of activities and media are used.

The book gives sources for special materials and technological equipment and concludes with an extensive current bibliography of books, articles, and films that would be helpful to parents, teachers, or librarians who work with children with disabilities.

Research Literature

In comparison to general literature it is much more difficult to locate research literature on library services to people with disabilities. In 1986 Karrenbock and Lucas published a review of selected research on this topic. The authors located 113 articles published throughout the world between 1903 and 1985. Forty percent of the studies located were available only in limited distribution such as unpublished dissertations or theses and unpublished studies, and those by governmental bodies, private organizations and foundations. Karrenbock and Lucas report that most of the research conducted is descriptive in nature, with survey being the most common technique used. Studies of users interests and format needs and library materials made up 25% of the studies. Few of the studies addressed the needs of children with disabilities. Studies on programming were limited almost entirely to programming for the mentally retarded (Karrenbock and Lucas 1986). The one study identified by Karrenbock and Lucas that was conducted in Missouri, studied library policies and services in six state mental institutions (Karlaski 1974 as reported in Karrenbock and Lucas 1986).

For this paper, three significant studies related to public library service to people with disabilities, were located and reviewed: a national survey on library services for all disabled people, a national survey on library services for children with visual disabilities, and a survey on library resources in Ohio for people with disabilities.

In 1981 the State Library of Ohio published ***Library Access***. Through a survey of 226 Ohio public libraries the study identified "public library resources and services which can be used by people with vision, hearing, mobility and learning impairments; and those isolated because of illness or age" (State Library of Ohio 1981, 2). One stated purpose of the study

was to indicate how local libraries have complied with "state and federal laws which state that people with disabilities are entitled to the same services received by the rest of the community" (State Library of Ohio, 1981, 2). The results of the survey are reported in chart form with a profile of services offered by each individual library. A review of the chart indicates that 83 of the 226, or approximately one third of the responding libraries provided services to children with disabilities. Service to children with disabilities was defined as "Special programs at the school or at the library, materials collections at schools, bookmobile visits to special education classes and local and state institutions where there are disabled students" (State Library of Ohio 1981, 11). Twenty of the libraries reported that they provided toys to be used by parents and teachers to help children learn developmental skills, and sixteen reported that they provided signed story hours for deaf children. The report does not offer any conclusions or recommendations but anyone who studies the chart can see that most of the children with disabilities in Ohio did not have access to community library services and programs in 1981.

In 1979 Jahoda conducted a national survey to determine what services were being offered to people with visual, hearing or mobility impairments. The survey reported the percentage of responding libraries that were providing specific resources, services, facilities, staffing, liaison, and funding for library services to physically handicapped people. Some of the items in the survey related to the planning and promotion of library programs. The survey contained two specific items pertaining directly to programs. Of the total responding libraries, 17.4% reported that they provided book talks for the visually handicapped and 22.7% reported that they provided films for the hearing impaired. From this study Jahoda has suggested 12 goals to improve public library service to the physically handicapped. Three of the goals relate to making contact with people with disabilities. He recommends that libraries involve

handicapped people in planning and evaluating services, that libraries publicize their services, and that the library establish and maintain liaisons with physically handicapped people and representative organizations. Other goals are related to collection development, special equipment, physical accessibility, staff development and special services. None of Jahoda's survey items or recommendations relate specifically to children or youth services.

A survey that does pertain to children was published by B G. Basu in 1991. The national study compares library services to visually disabled children in public libraries and NLS subregional libraries. Basu reports that 50% or more of the public libraries offer general services to visually disabled children. Basu classifies class visits, book talks, story telling, film programs, arts and craft programs as general services. A much lower percentage of the libraries provide special programs or special formats or special equipment to be used by visually disabled children. In his conclusion and recommendations Basu discusses the frequently reported problem of identifying the visually disabled children in the community. He recommends that librarians "take an active role in marketing public library service for visually disabled children" (Basu 1991, 117). He recommends that a model of library service be developed and that further research be done to measure the quality and quantity of existing services offered.

The literature review identified very little research that is relevant to public library programs for children with disabilities. Past research has focused primarily on services for adults, or physical facility accessibility, and material and equipment. This study will contribute to the body of research by providing current information on the status of public library programs for children with disabilities in the state of Missouri.

CHAPTER III. METHODOLOGY

A self-administered mailed survey was sent to the youth services librarians of the Missouri public libraries. The exploratory survey was conducted in order to generally describe the library programs provided for the children with disabilities in Missouri.

Population and Sample

The population was the youth services librarians of 130 Missouri public libraries listed in ***American Library Directory 1993-94.*** Four public libraries listed in the directory were not included in the population since they would not be expected to provide direct service to children. A representative sample was drawn by sequentially numbering the 130 libraries. A simple random sample was drawn using a standard table of random numbers. The sample size was determined by using Krejcie's "Table for Determining Sample Size from a Given Population" (Krejcie, 1970 as appears in Powell 1993, 75). A sample size of 97 subjects from a population of 130 libraries provided a 0.05 degree of sampling error.

Procedures and Designs

A self-adminsistered questionnaire on planning, promoting, and providing library programs for children with disabilities was sent to the youth services librarians in Missouri public libraries. The questionnaire was accompanied by a cover letter, a self addressed stamped envelope and a separate self addressed stamped response card.

Non-response bias was considered in regard to the reliability of the questionnaire as a data collection method. Since this topic is related to the legal status of people with disabilities, some librarians may be reluctant to complete the questionnaire. Librarians working in libraries with little or no programs for children with disabilities may be afraid the information will present a poor image of their library. Others simply may not have the interest or inclination to

complete any type of mailed survey. The researcher tried to reduce these problems by providing anonymity to the respondents. The questionnaire did not have any identifying information on it. A separate self addressed stamped response card was used to track the return of the questionnaires and identify the librarians that had not responded. These strategies to protect the confidentiality and anonymity of the responding librarians were explained in the cover letter. The librarians were assured that the information gathered in this study would be kept confidential. The librarians were encouraged to participate in the survey by an offer to provide them with a summary of the survey results. A self addressed stamped envelope was provided with the survey to make it easier for the librarians to respond. A second mailing with a different cover letter was sent to the librarians who had not responded after two weeks. The second letter emphasized that the researcher was interested in an accurate and realistic description of library programs, hoping to encourage those librarians with few programs to respond.

Questionnaire Development

Information about library programs for children with disabilities could be collected by directly observing youth services programs or by interviewing youth services librarians. These two techniques for gathering information would be very time consuming and costly. The size of the sample would have to be reduced for practical reasons and the generalizability of the results would be limited. A questionnaire was developed after reviewing the literature and analyzing the survey formats from recent ADA self evaluation surveys and from Jahoda's and Basu's research studies. Data to be collected included information about the library, and information about planning, promoting, and providing programs. Grids were used to obtain

information on the specific activities provided in special or mainstreamed programs and the different formats and accommodations used in programs. Open ended questions were asked about plans for change and problems and successes experienced in providing programs for children with disabilities.

The validity of the questionnaire was demonstrated by having two professional librarians and one library science graduate student pretest the questionnaire. They critiqued the questionnaire for content, completeness, and clarity. Their suggestions and criticisms were considered and the questionnaire was changed accordingly. The survey instrument including the questionnaire and the cover letter, was reviewed and approved by the Human Subjects Review Board of Kent State University.

Copies of the questionnaire, the two cover letters, and the response card are included in the appendix.

CHAPTER IV. ANALYSIS OF DATA

Response Rate

The total number of surveys returned after seven weeks and two complete mailings was 60 out of a sample size of 97. This represents of gross response rate of 62%. Five librarians returned their surveys stating that they represented very small libraries that did not provide programs for children. This represented 5% of the originally sample and reduced the possible sample size to 92 libraries that actually provide programs for children. Two returned surveys were not usable. This provided 53 usable questionnaires from a sample of 92, or a net response rate of 58%.

This is a lower response rate than expected. Using Spaeth's "rule of thumb that a follow-up mailing will produce about half as many completed questionnaires as its immediate predecessor (Spaeth 1991, 74), a third mailing would have been expected to provide about ten questionnaires. Since a third mailing would entail the cost of reprinting and remailing 37 surveys and entail another 3-4 weeks of time the researcher decided against sending out a third mailing.

Recognizing the net response rate of 58% the researcher must consider that non-response bias will affect the conclusions drawn from the data. Alreck and Settle write that "If the respondents randomly complete or fail to complete and return the questionnaire, there will be no non-response bias. But that is seldom the case ... Ordinarily, those who are highly involved with the topic are more likely to respond than those who are not. That includes those who feel strongly positive about issues and topics and those who feel strongly negative as well." (Alreck 1985, 45)

The incentive to provide a summary of the research project to librarians who completed and returned the questionnaire may have encouraged the librarians who are more interested in the topic to respond. The twenty-six librarians who returned the questionnaire and asked for a summary of the study may over-represent the librarians who are interested in library programs for children with disabilities. Since it is impossible to explain why 37 of the surveyed librarians did not respond, the representativeness of the sample can not be guaranteed. The conclusions drawn from the study will be limited. In this chapter, Analysis of Data, much of the data will be reported as a percentage of 53 responding libraries. These percentages cannot be considered to be the true percentage for the entire population of the state. The conclusions presented in chapter 5 will not contain specific statements such as: the total percentage of libraries in Missouri that provide a mainstreamed summer reading program is 74%. Conclusions will be of a more general nature such as: the most frequently mainstreamed youth services program in Missouri is the summer reading program.

Planning Programs

The first section of the questionnaire contains nine questions dealing with planning programs. Questions on the budget, staff training, and efforts to identify children with disabilities were included in this section. As shown in Table 1, little formal planning is being done to provide programs for these children. Only 4 libraries have conducted a survey to identify children with disabilities, and only 12 librarians have made personal contact for this purpose. While 43% of the librarians report that their library's mission statement addresses the specific needs of people with disabilities only 15% of these libraries allocate any distinct funds for services for these patrons and only 9% allocate any distinct funds within the youth services budget.

Table 1: Planning programs

PLANNING PROGRAMS

1. Has your library conducted a survey or community analysis to identify children with disabilities in your service area?
   YES 4 (8%) NO 46 (87%) DON'T KNOW 3 (6%)

2. Does your library's written mission statement or long range plan include a statement about service to people with disabilities?
   YES 23 (43%) NO 24 (45%) DON'T KNOW 6 (11%)

3. Have you made any personal contacts with the public schools, private schools, or community agencies in your community in order to identify children with disabilities?
   YES 12 (23%) NO 39 (74%) DON'T KNOW 1 (2%)

4. Does the overall library budget allocate any distinct funds to serve people with disabilities?
   YES 8 (15%) NO 41 (77%) DON'T KNOW 4 (8%)

5. Does the youth services budget allocate any distinct funds to serve children with disabilities?
   YES 5 (9%) NO 46 (87%) DON'T KNOW 2 (4%)

6. Has the library provided any in-service training to help the staff work effectively with people with disabilities?
   YES 11 (21%) NO 41 (77%) DON'T KNOW 1 (2%)

7. When planning programs have you made any personal contacts with educators, community agencies or library specialists, to seek information about the special needs of children with disabilities?
   YES 20 (38%) NO 33 (62%) DON'T KNOW 0 (0%)

8. Have you attended any workshops or seminars outside of the library, about services to people with disabilities?
   YES 35 (66%) NO 18 (34%) DON'T KNOW 0 (0%)

9. Have you done any professional reading on your own to increase you knowledge about providing library service to children with disabilities?
   YES 39 (74%) NO 14 (26%) DON'T KNOW 0 (0%)

The Missouri State Library has taken an active role in providing information on the Americans with Disabilities Act, to public libraries (Gunde 1993), and this is reflected in the data on the number of librarians who have attended a workshop or seminar on library services for people with disabilities. A relatively high percentage of the librarians 66% have attended a seminar outside of the library on this topic. Twenty-one percent have attended in-service training within their library, and 38% have made personal contacts within the community to seek information about the special needs of children with disabilities. The most positive piece of information revealed in this section is that 74% of the responding librarians have done professional reading on their own in order to increase their knowledge about providing library service to children with disabilities.

Promoting Programs

The second part of the questionnaire, items 10-12, as shown in Table 2, asks for information about library efforts to inform the public about services and programs for people

Table 2: Promoting programs

PROMOTING PROGRAMS

10. Does the library's promotional material used to advertise programs contain any reference to the accessibility of the program to people with disabilities?
YES 19 (36%) NO 32 (60%) DON'T KNOW 1 (2%)

11. Does the library publish and distribute any literature describing the services and programs for people with disabilities, that are available at the library?
YES 10 (19%) NO 40 (75%) DON'T KNOW 3 (6%)

12. Do public service announcements on the TV, radio, or in the newspaper mention the program's accessibility to people with disabilities?
YES 7 (13%) NO 43 (81%) DON'T KNOW 2 (4%)

with disabilities. Approximately one-third of the libraries report that their promotional material used to advertise programs contains a reference to accessibility and 13% report that their public service announcements mention accessibility for people with disabilities. Approximately one-fifth publish and distribute literature describing their programs and services for people with disabilities.

Providing Programs

The next part of the questionnaire asks for information on the actual programs that are presented in the youth services department. Table 3 lists the typical library programs presented in a public library youth services department. Librarians were asked to indicate whether their library presented these activities in programs designed for able-bodied children, or in special programs for children with disabilities, or in mainstreamed programs that accommodated both able-bodied and children with disabilities. It appears that some of the librarians interpreted this chart differently than the researcher had intended. The researcher had intended that the column labeled able-bodied would be checked only if the program could not be attended by children with disabilities such as a library orientation that does not introduce any special materials or adaptive equipment that might be used by a child with disabilities. Another program that might be presented only for the able-bodied might be a puppet show in a theater setting that was not accessible to a child in a wheelchair. To try to distinguish between those libraries that present certain activities only for able-bodied children and those that provide the same activities for able-bodied and disabled children in mainstreamed programs, the researcher counted activities that were reported as both mainstreamed and able-bodied by the same library, only as mainstreamed. Table 3 shows that there are very few special programs for

children with disabilities. The most common special programs were the summer reading program and library tours and orientations.

Table 3: Activities in youth services programs

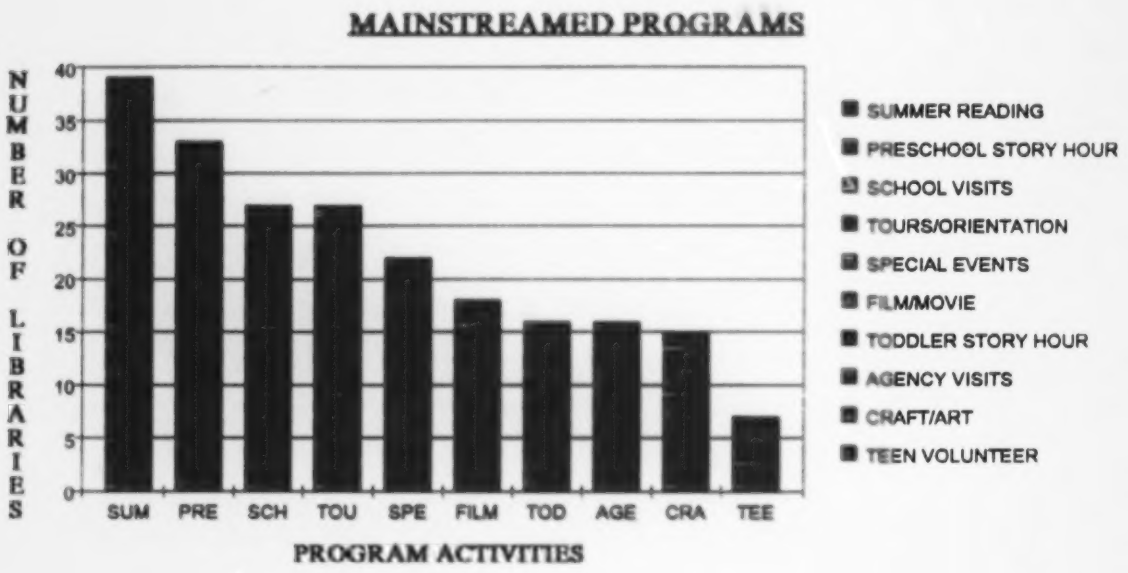
ACTIVITIES IN YOUTH SERVICES PROGRAMS

ACTIVITY	Able-bodied*	Special	Mainstreamed
PRESCHOOL STORY HOUR	18	1	33
TODDLER STORY HOUR	4	1	16
CRAFT OR ART ACTIVITY	8	0	15
FILMS OR MOVIES	8	1	18
SPECIAL EVENTS	5	1	22
SUMMER READING PROGRAM	12	8	39
TEEN VOLUNTEER PROGRAM	3	2	7
TOURS, LIBRARY ORIENTATIONS	10	7	27
SCHOOL CLASSROOM VISITS	9	4	27
OTHER AGENCY VISITS	6	4	16

*Program activities that were reported as both able-bodied and mainstreamed by the same library were counted only as mainstreamed.

Table 4 shows how many programs are mainstreamed. It is not surprising that the most common activities presented in mainstreamed programs are summer reading programs, provided by 39 libraries, and preschool story hours, provided by 33 libraries, since these are very popular youth services activities. Twenty-seven librarians report that they provide mainstreamed school visits and library tours. As expected fewer libraries present mainstreamed library programs for teenagers or toddlers.

Table 4: Activities in mainstreamed programs



The next section of the questionnaire asked the librarians to mark how frequently they used special formats or accommodations in programs for children with disabilities. Twelve librarians did not complete this section. Three specifically stated that they did not have programs for children with disabilities, one wrote "for adults only", and another wrote "not applicable". Tables 5 and 6 present the data collected on special formats. Generally speaking the materials which can be used with able-bodied children and children with disabilities at the same time were the most commonly used special formats. Large print books, recorded books, and oversized books were the most commonly used special formats. Librarians report that they are frequently or occasionally used by 27, 25 and 24 libraries respectively or in about one half of the reporting libraries.

Table 5: Special formats or accommodations used when providing programs for children with disabilities

SPECIAL FORMATS OR ACCOMMODATIONS USED IN PROGRAMS			
SPECIAL FORMATS	NEVER	OCCASIONALLY	FREQUENTLY
TOYS, REALIA, MODELS	19	12	1
RECORDED BOOKS	13	20	5
LARGE PRINT BOOKS	13	22	5
OVERSIZED BOOKS	14	18	6
CLOSED CAPTIONED FILMS	23	2	1
HI/LO BOOKS	20	6	5
PRINTS, PICTURES, POSTERS	14	11	4
PRINT BRAILLE BOOKS	23	2	0
DESCRIPTIVE VIDEOS	20	9	0
INTERPRETER FOR THE DEAF	21	7	0

*Twelve librarians did not complete this section of the survey.

Materials or accommodations designed to meet the more specific needs of children with disabilities, such as interpreters, closed captioned films, and print braille books, were the least frequently used special formats. When considering the materials budget, where funds are limited, it is more feasible for librarians to purchase materials appropriate for the broadest group of children. This data supports Walling and Karrenbock's view that programs for young children with disabilities need very little modification. Materials appealing to disabled preschoolers, such as large colorful pictures, toys, and audiovisual materials , have the same appeal to young children who are not disabled (Walling 1993, 119).

Table 6: Special formats or accommodations used when providing programs for children with disabilities. Reported as *occasionally* and/or *frequently* used.

Special Format or Accommodation	Number of Libraries
Large print books	27
Recorded books	25
Oversized books	24
Prints, pictures, posters	15
Toys, realia, models	13
Hi/Lo books	11
Descriptive videos	9
Interpreter for the deaf	7
Closed captioned films	3
Print braille books	2

In the open ended questions at the end of the questionnaire two librarians reported that they had realistic short term plans related to special formats. One reported that she planned to order a large board book collection and another planned to increase the use of an interpreter for the deaf.

Question 13, shown in Table 7 reports on the physical accessibility of the room or facility used for youth services programs. Table 8 shows that 72% of the libraries have completely accessible facilities, 21% are partially accessible, and 8% are not accessible.

In the open ended question on short term plans five librarians stated that their libraries have realistic short term plans to improve the physical accessibility of the library.

Table 7: Providing programs

PROVIDING PROGRAMS

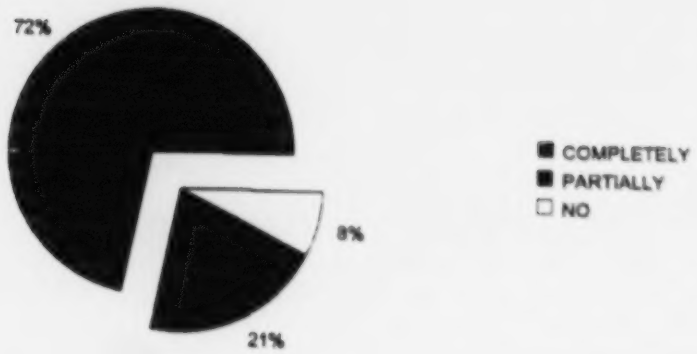
13. Is the room (rooms) or facility (facilities) used for youth services programs physically accessible to a child in a wheelchair?
Completely 38 (72%) Partially 11 (21%) No 4 (8%)

14. If registration is required for programs,* at the time of registration do you ask if any special accommodations are necessary?
YES 9 (17%) NO 35 (66%) DON'T KNOW 2 (4%)

*Seven librarians did not complete this section. A few stated that registration is not required.

Table 8: Physical accessibility of facilities

FACILITY ACCESSIBILITY



Question 14 asks how many libraries inquire at the time of registration, about the need for special accommodations. Only 9 libraries ask if any accommodations are needed. By asking this question at the time of registration, the librarians could in a very simple and inexpensive way let the public know they are willing to accommodate children with special needs and expect them to attend the programs. This information would also help the librarian collect special materials and plan for modifications that might be needed in the program. In the open ended question section of the survey three librarians commented that it is difficult to meet the needs of children of different ages, interests, and needs in the same program. If the librarian is informed of these different ages and needs ahead of time she can at least plan accordingly to try to meet these varying needs.

The last structured questions on the survey, deal with the political type and the size of the participating libraries. This data is reported in Table 9. Ninety-four percent of the participating libraries are small or medium sized libraries. The majority of the participating libraries are municipal libraries, 55%, or county libraries, 25%.

Table 9: Library type and size

GENERAL

15. In what type of library do you work?
Regional 5 (10%) Consolidated 2 (4%) County 13 (25%)
Municipal 29 (55%) Other 2 (4%)

16 What is the population of your library system service area?
0 to 9,999 23 (43%) 10,000 to 99,999 27 (51%)
100,000 to 499,999 0 (0%) 500,000 or more 2 (4%)

The size and political structure of the participating libraries is relevant to the programs that are provided because it is related to budget size. When selecting a state in which to conduct this study the researcher tried to choose a state whose library system fell in the middle of a national ranking of state public library systems. In a ranking by state, of public library resources and services, prepared by the National Center for Education Statistics, Missouri falls approximately in the middle. Out of 50 states and the District of Columbia Missouri ranks 21st in circulation per capita, 37th in reference transactions per 1,000 population, 12th in books and serial volumes per 1,000 population, 27th in operating per capita, and 22nd in local income per capita (National Center for Education Statistics 1993 as reported in Bowker 1994, 489).

These statistics do not reveal that despite the state's overall middle ranking, within the state there are "... great variations in respect to levels of service and the general capabilities of the public libraries of the state. ... Superficially it might appear that all libraries throughout the state are providing strikingly similar programs. A closer examination of these programs would indicate an unevenness, both in quantity and quality of the programs offered." (O'Halloran 1985, 29) The tax structure supporting public libraries in Missouri, in which 80% of the total income is derived from local property tax and only 5% from state and federal aid has led to the "considerable variation likely among counties in the state in respect to potential income which might be produced from local property taxes." (O'Halloran 1985, 29) "In total dollars it can be seen that the very largest library in the state has an income in excess of $11 million" yet ... "there are several libraries in the state which have total incomes less than $10,000." (O'Halloran 1985, 28) This closer look at the financial structure for supporting public libraries may explain why five librarians returned the survey stating that they provide no children's

programs and why so many librarians listed funding as the greatest difficulty in providing programs for children with disabilities.

On the last page of the questionnaire the librarians are asked to make comments and give their opinions by answering four open ended questions on programs for children with disabilities.

Table 10: Open ended questions on programs for children with disabilities

17. What do you consider to be the major difficulty or greatest need in providing programs for children with disabilities?

18. What strategies, techniques or approaches have you used successfully in providing programs for children with disabilities?

19. Do you have any realistic short term plans to make changes within your department in order to better serve children with disabilities? If yes, can you briefly describe these changes?

20. Other comments you would like to make.

Question 17, on the major difficulties or greatest needs in providing programs received the greatest number of responses. Many of the comments can be summarized by one librarian's answer, "Lack of staff, time and funds". Table 11 summarizes the librarians responses to this question. By far the most frequently reported problem, cited by 14 libraries was lack of funds. Many of these 14 librarians reported that they represented very small libraries with very small budgets and very small staffs. Six libraries reported a need for more staff training and problems with inaccessible buildings. Five librarians stated they had difficulty identifying or contacting the children with special needs, while six librarians reported

that there was no need for special programs since there were few or no disabled children within their service area. One librarian felt that "99% would have to suffer for the 1% or 0.4% of the population if we went all out to serve the disabled". Three librarians say they lack special materials and three state they have difficulty providing for different needs within the same program.

Table 11: Major difficulties in providing programs for children with disabilities

MAJOR DIFFICULTIES IN PROVIDING PROGRAMS
LIBRARIANS RESPONSES TO OPEN QUESTION

Type of Problem Reported	Number of Libraries
Lack of funds, or no financing for special needs	14
Inaccessible building	6
Staff education and training	6
No need, few disabled children in service area	6
Staff time	5
Identifying and contacting children and parents	5
Lack of special materials	3
Different ages, interests, and needs in same program	3

These difficulties recognized by the librarians, are many of the same problems reported by Basu in his 1991 study on library services for visually disabled children. In his study librarians reported that very few visually disabled children used the library, that they had difficulty identifying visually disabled children in the community and that many librarians

believed that there were few visually disabled children in the community (Basu 1991, 115). Since very few libraries in Missouri have taken formal or informal surveys to identify children with disabilities, as reported in questions 1 and 3, it is not possible to refute the librarians' belief that there are no children with disabilities in their service area, but considering national and state statistics on people with disabilities it is likely that there are children within the service areas who have special needs that are not being recognized.

Question 18 on successful strategies and approaches elicited a broad range of responses. Some successful approaches used by librarian when providing programs are: using flannel boards and musical activities, making programs visually and verbally appealing, using audio books in the summer reading program, more use of an interpreter for the deaf, improving physical space, making agency visits and then inviting children and families back to the library, and finally, working directly with parents. It is interesting that three librarians from small libraries, felt that because they served a small community they could readily adapt their programs to meet special needs. One wrote, "Ours is a very small community. We like to think we know every child we serve and are aware of individual needs."

The plans for change that were reported by librarians fall into three general categories, physical accessibility, outreach, and special materials. Five librarians reported that their library would soon be making physical improvements to make the library accessible to people with disabilities. Three planned to increase outreach efforts to inform the public, one planned to use an interpreter for the deaf more often and one planned to add special materials.

The last question of the survey asked for any other comments the librarians wished to make. Many of these comments were the same ideas presented by other librarians in the first three open-ended questions. Three librarians offered comments worth noting. One wrote that

her personal experience with a handicapped family member has taught her how to "adapt and include special people in whatever is going on." Two librarians felt that this survey helped then recognize that they needed to do more outreach to serve children with disabilities. One commented, "This survey brings to attention that even though our facility is easily accessible we do not have very many disabled children come to the library. A greater effort will be made to inform the community."

CHAPTER V. SUMMARY AND CONCLUSIONS

Conclusions from Data

This survey gathered information from 53 public librarians who are responsible for library services for children in the state of Missouri. In interpreting the data offered by the librarians it appears that the libraries and librarians in Missouri are beginning to recognize their responsibility to serve people with disabilities. They are beginning to provide some of the same programs, in the same setting, for children with disabilities as they provide for able-bodied children. About three-fourths of the subject libraries have completely accessible library buildings and several others have immediate plans to renovate or upgrade their facility to improve accessibility. Approximately two thirds of the participating librarians report that they have attended an educational program on library services for people with disabilities, and nearly half have a written policy or mission statement on library services for people with disabilities. These are good positive first steps in providing library programs for children with disabilities.

The data also reveals that for many of the libraries that is as far as the planning and support goes. Few libraries have made the practical financial commitment to provide funds for services for people with disabilities. Very few have made any effort to identify children with special needs in the community who might to be served by special services or special programs. Few libraries promote their services or programs for people with disabilities.

By considering the data about the programs that are being provided for children with disabilities, some generalization can be made. The most commonly presented mainstreamed programs are those that are most commonly presented in the most youth services department. Over one-half of the reporting libraries said they provided summer reading, preschool story

hour, tours and orientations, and school visits in mainstreamed programs. The materials that were most frequently used in programs for children with disabilities were those that are generally appealing to all children, such as recorded books, over-sized books, and large print books. More specialized materials or those needing special equipment were used far less frequently.

Librarians' comments to open-ended questions reinforce the conclusions drawn from the data. There is a lack of funds to provide special materials or special equipment or special planning. The librarians do not know how many children in there service area are disabled nor how to contact them. Many librarians lack practical knowledge about library services for children with disabilities and lack the practical "know how" to include disabled children in existing programs.

Recommendations to Improve Service

Recommendations to improve programming for children with disabilities fall into three areas: funding, identification of children with special needs, and library staff education. Libraries must make a commitment to fund the programs needed to equally serve children with disabilities. The might be done by allocating part of the existing budget, for special materials, special equipment and added staff time. Needs should be carefully assessed in relation to the budget and the most essential and most desired programs should be given some priority in the budget. Librarians should also consider making changes that have little or no cost, such as using volunteers during mainstreamed programs or using existing materials in more creative ways.

Libraries can also seek outside funds to finance library programs for children with disabilities. Sorenson writes that outside funds can be sought through application for LSCA

grants, and through donations from service organizations, and through donations from private community members (Sorenson 1988, 8). Walling and Karrenbock provide an outline for writing a grant proposal and offer twelve practical ways to finance special projects (Walling and Karrenbock 1993, 143-50).

Libraries should also improve their efforts to identify children in the community with special needs. This need not be done through an expensive formal survey. Some suggestions for making contact with potential patrons offered by Walling and Karrenbock are: contact agencies and organizations that work with children with disabilities, contact adult support groups related to people with disabilities, and contact local school district in the area to learn the approximate number of disabled children in the area, and visit these schools and extend warm invitations for classes and students to visit the library (Walling and Karrenbock 1993, 135-6). Libraries can also let the public know they are willing to accommodate children with disabilities by including a statement about accessibility and special needs accommodation in all promotional material, and by asking about special needs at the time of registration.

Lastly, the librarians and staff members who are directly responsible for providing youth services need more practical information about providing special and mainstreamed programs for children with disabilities. Librarians need to do reading and attend workshops specifically on services for children with disabilities. They need practical information on using over-sized books, projected materials, and realia in group presentations, or practical advice on working with a child with an attention deficit disorder in a mainstreamed program. Where library workshops on services for disabled children are not available, librarians need to obtain information from and borrow techniques from special education teachers, health care professionals, and child care professionals.

Recommendation for Further Research

Many of the librarians in this study felt their ability to provide programs for children with disabilities was limited by the small size of their community, their small budget and small staff. Other librarians from small communities felt they could readily make accommodations for children with special needs. In 1984, the Area Children's Librarians' Network in New Jersey, studied the correlation between size of population, size of budget, and quality of services offered. That study concluded that the quality of outstanding programs was more dependent upon the individuals involved than on the size of staff, budget, or population (Area Children's Librarians' Network 1985 as reported in Basu 1991,58). A study of this type should be extended to identify how the quality of library programs for children with disabilities is correlated to budget size, population size, staff size and the attitude of librarians about children with disabilities, or disabled people in general.

This study was conducted in order to describe the present state of library programming for children with disabilities. A follow-up study, that takes a closer, more detailed look at a few libraries that are succeeding in providing high quality mainstreamed programs should be done. Case studies of this type can be used to share information from experienced successful librarians and libraries, on the best ways to plan, promote and provide programs for children with disabilities.

APPENDIX

Graduate College
(216) 672-2660

Kent STATE UNIVERSITY
Kent Ohio 44242-0001

Library Programs for Children with Disabilities
A Survey of Missouri Public Libraries

August 22, 1994

Dear Youth Services Librarian,

I am a graduate student in the Kent State University School of Library and Information Science. As part of the requirements for my master's degree I am conducting a survey of Missouri public libraries on programs for children with disabilities. I hope you have the time and interest to participate in this survey.

With the recent passage of the Americans with Disabilities Act, many libraries are conducting self evaluations and making changes in order to improve library service to people with disabilities. With this survey I hope to find out how this increased awareness of the needs of people with disabilities is affecting library programming in Missouri public library youth services departments.

Your participation in this survey is completely voluntary. You may refuse to participate or withdraw from participation at any time without penalty. The information gathered by the survey will be more reliable and more useful if most of the librarians in the study actually return the survey. I would like to assure you that your responses will be totally anonymous. If you use the the separate response post card provided there will be no way to identify which library returned which survey. The separate post card will be used only to identify and recontact those librarians who have not returned the survey. If you have any questions about the survey contact me at 614-841-9527, or my advisor Dr. Carolyn Brodie at 216-672-2782. If you have any questions regarding research at Kent State University you may contact Eugene Wenninger, Office of Research and Sponsored Programs at 216-672-2851.

Please return your questionnaire in the stamped envelope provided by ***September 6, 1994***. Do not sign your questionnaire. Please return the separate post card provided so that I can track the return of the questionnaires. If you are interested in the results of this survey, I will be happy to send you a summary of the results, if you indicate your interest on the post card. ***Thank you for participating in this survey on library programs for children with disabilities.***

Sincerely,

Graduate Student
Jane M. Poulson

Graduate College
(216) 672-2660

Kent STATE UNIVERSITY
Kent Ohio 44242-0001

Library Programs for Children with Disabilities
A Survey of Missouri Public Libraries

September 10, 1994

Dear Youth Services Librarian,

A few weeks ago you should have received a survey on public library programs for children with disabilities. I am pleased that 40% of the 97 surveys have been returned. I appreciate the time and effort these librarians have taken to complete and return the questionnaires. In order to present an accurate and realistic description of library programs for children with disabilities in Missouri, I hope to receive more completed surveys in the return mail in the next two weeks.

If you have already returned the survey , thank you for your prompt reply. If you haven't yet completed the survey I hope you will take the time to do so now. Please return it in the stamped envelope provided by ***September 24, 1994.***

As I wrote in the first mailing your participation in this survey is completely voluntary and you may refuse to participate or withdraw at any time without penalty. If you use the separate return envelope and post card provided your responses will be anonymous.

Again thank you for your interest and time and for participating in this survey on library programs for children with disabilities.

Sincerely,

Graduate Student
Jane M. Poulson

LIBRARY PROGRAMS FOR CHILDREN WITH DISABILITIES
A SURVEY OF MISSOURI PUBLIC LIBRARIES

Please mark an X in the appropriate space.

Planning Programs

Has your library conducted a survey or community analysis to identify children with disabilities in your service area?
YES _____ NO _____ DON'T KNOW _____

Does your library's written mission statement or long range plan include a statement about service to people with disabilities?
YES _____ NO _____ DON'T KNOW _____

Have you made any personal contacts with the public schools, private schools, or community agencies in your community in order to identify children with disabilities?
YES _____ NO _____ DON'T KNOW _____

Does the overall library budget allocate any distinct funds to serve people with disabilities?
YES _____ NO _____ DON'T KNOW _____

Does the youth services budget allocate any distinct funds to serve children with disabilities?
YES _____ NO _____ DON'T KNOW _____

Has the library provided any in-service training to help the staff work effectively with people with disabilities?
YES _____ NO _____ DON'T KNOW _____

When planning programs have you made any personal contacts with educators, community agencies or library specialists, to seek information about the special needs of children with disabilities?
YES _____ NO _____ DON'T KNOW _____

Have you attended any workshops or seminars outside of the library, about services to people with disabilities?
YES _____ NO _____ DON'T KNOW _____

Have you done any professional reading on your own to increase you knowledge about providing library service to children with disabilities?
YES _____ NO _____ DON'T KNOW _____

Promoting Programs

Does the library's promotional material used to advertise programs contain any reference to the accessibility of the program to people with disabilities?

YES _____ NO _____ DON'T KNOW _____

Does the library publish and distribute any literature describing the services and programs for people with disabilities, that are available at the library?

YES _____ NO _____ DON'T KNOW _____

Do public service announcements on the TV, radio, or in the newspaper mention the program's accessibility to people with disabilities?

YES _____ NO _____ DON'T KNOW _____

Providing Programs

Listed below are several activities that are typically presented in library programs for children. ***If you provide these activities in regular programs for "able-bodied" children mark an X in the first column. If you provide these activities in "special" programs designed to specifically meet the needs of children with disabilities please mark an X in the second column.*** *"Mainstreamed" programs use a variety of formats and techniques to accommodate the special needs of children with disabilities, while allowing them to attend the same programs as able-bodied children.* ***If you provide the following activities in "mainstreamed" programs, please mark an X in the last column. Mark all that apply.***

ACTIVITIES IN YOUTH SERVICES PROGRAMS

ACTIVITY	Able-bodied	Special	Mainstreamed
PRESCHOOL STORY HOUR			
TODDLER STORY HOUR			
CRAFT OR ART ACTIVITY			
FILMS OR MOVIES			
SPECIAL EVENTS			
SUMMER READING PROGRAM			
TEEN VOLUNTEER PROGRAM			
TOURS, LIBRARY ORIENTATIONS			
SCHOOL CLASSROOM VISITS			
OTHER AGENCY VISITS			

How often do you use the following special formats or accommodations when providing programs for <u>children with disabilities</u>? Please mark an X in the appropriate column.

<u>SPECIAL FORMATS OR ACCOMMODATIONS USED IN PROGRAMS</u>

SPECIAL FORMATS	NEVER	OCCASIONALLY	FREQUENTLY
TOYS, REALIA, MODELS			
RECORDED BOOKS			
LARGE PRINT BOOKS			
OVERSIZED BOOKS			
CLOSED CAPTIONED FILMS			
HI/LO BOOKS			
PRINTS, PICTURES, POSTERS			
PRINT BRAILLE BOOKS			
DESCRIPTIVE VIDEOS			
INTERPRETER FOR THE DEAF			

Is the room (rooms) or facility (facilities) used for youth services programs physically accessible to a child in a wheelchair?

Completely _____ Partially _____ No _____

If registration is required for programs, at the time of registration do you ask if any special accommodations are necessary?

YES _____ NO _____ DON'T KNOW _____

<u>General</u>

In what type of library do you work?

Regional _____ Consolidated _____ County _____
Municipal _____ Other _____

What is the population of your library system service area?

0 to 9,999 _____ 10,000 to 99,999 _____
100,000 to 499,999 _____ 500,000 or more _____

What do you consider to be the major difficulty or greatest need in providing programs for children with disabilities?

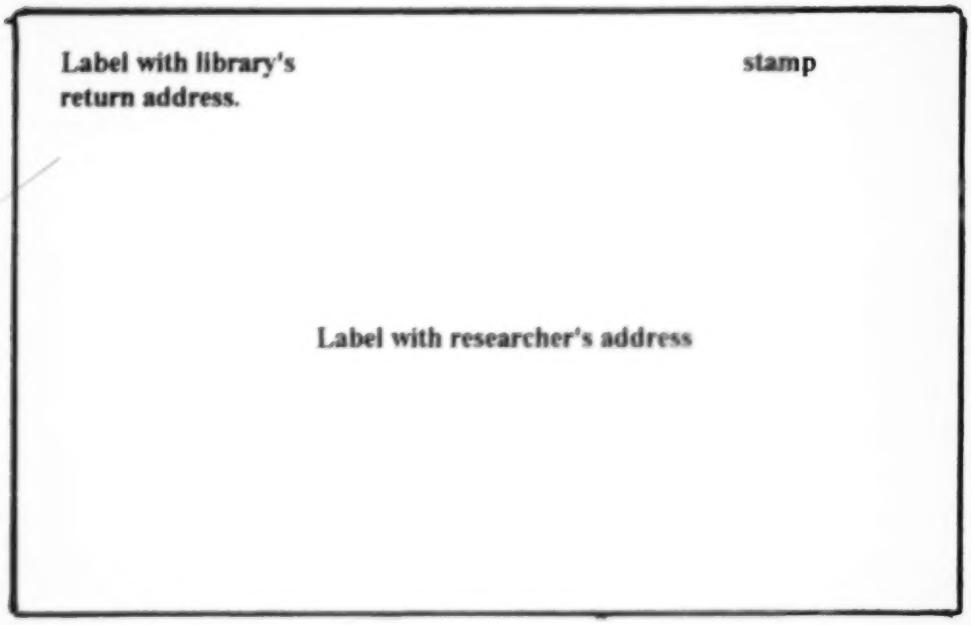
What strategies, techniques or approaches have you used successfully in providing programs for children with disabilities?

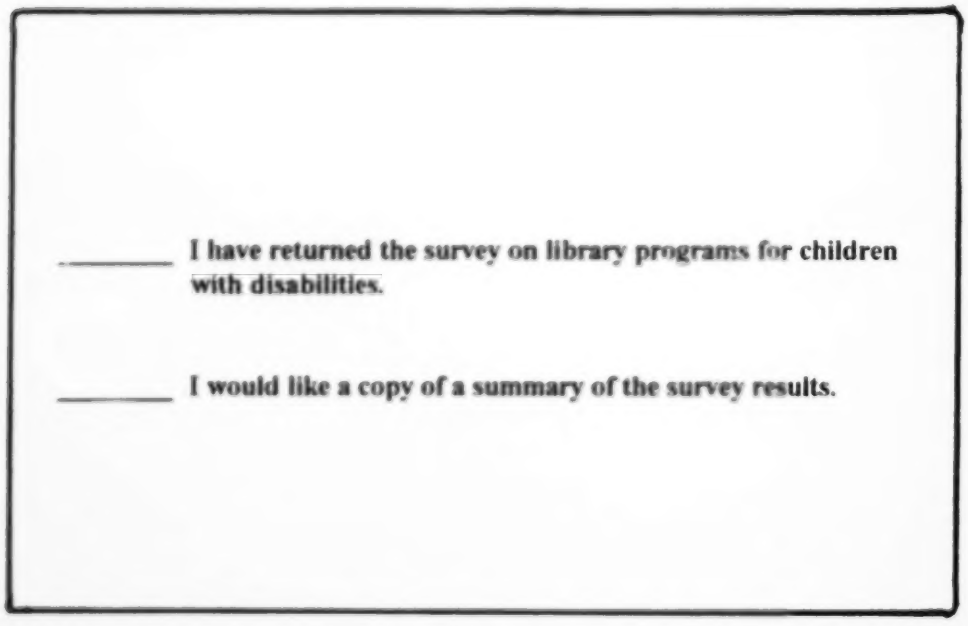
Do you have any realistic short term plans to make changes within your department in order to better serve children with disabilities? If yes, can you briefly describe these changes?

Other comments you would like to make.

Thank you for completing this survey.
Please return it to
Researcher's name
and address
in the stamped envelope provided. Do not sign your questionnaire. Please mark and return the separate post card indicating that you have returned the survey and if you want a summary of the survey results.

This sample post card was used to track the return of the surveys. It contained the return address of the participating libraries. The librarians could request a copy of a summary of the survey results by returning this post card.




_____ I have returned the survey on library programs for children with disabilities.
_____ I would like a copy of a summary of the survey results.

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